

# PATHWAYS

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## Joys and Explosions-Teachers Vs. Children

### PART III

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In your teaching experience, do you find children -

- who usually do not answer your questions despite the fact that they know it.....
- who do not express their feelings/thoughts/ideas freely.....
- who fluster when asked to recite a rhyme/narrate a story/face the class, despite their ability to do so.....
- who refuse to participate in verbal discussions/sharing....
- who keep away from group activities.....
- who avoid new faces.....

If so, what do we refer to them as?

Shy?... Timid?... Introvert?... Stubborn?...

At this point, we need to ask ourselves, whether these labels really resolve our issue of enabling them to participate 'normally'. These labels, strictly speaking, do not help the children to overcome their difficulties. What is important thus, is to find ways and means of helping them to change/modify their behavioural expressions, for their optimum growth.

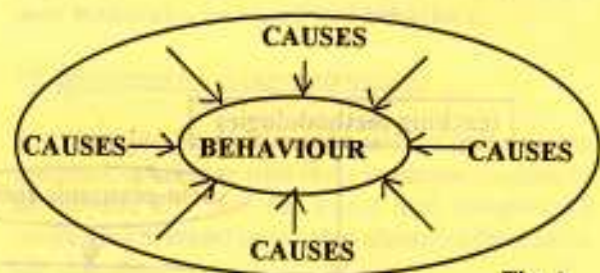


Fig. 1

As any behaviour has multiple causes to it, (fig.1), for this inhibited behavioural expression too, we could identify a variety of causes (fig.2)

Some of the contributing factors, within our control, for such a behaviour, are classified as -

- I. Teacher's relationship strategies and communication skills;
- II. Developmental factors.
- III. Environmental factors.
- IV. Cultural factors.
- V. Physical well-being.
- VI. Irrelevant learning experiences.
- VII. Teaching strategies and methodologies employed.
- VIII. Language development of the child
- IX. Others.

\*P.N.: What is mentioned here as normal is what is developmentally appropriate and accepted behaviour, at a given age, for an all-round growth and development.



### 1. Teacher's Relationship strategies and Communication skills:

To begin with, it would be appropriate to find out whether-

- the child behaves in this pattern with all the teachers;
- the child behaves so with only one teacher;
- the child behaves so with a few teachers;
- the child behaves so with the peers;
- there is atleast one teacher with whom he relates 'normally';
- the child behaves so at school and at home;
- the child behaves so at only at school.....

Such an analysis and delineation would help us to know whether we need to change our own relationship strategies with that child, for, there is a possibility that the problem may not be arising from the child, but the way we handle him. One of the major contributions to such with drawn and inhibited behaviour, we believe is the unconscious/conscious verbal and non-verbal communication patterns, i.e., it includes the vocabulary, language, tone of voice and gestures.

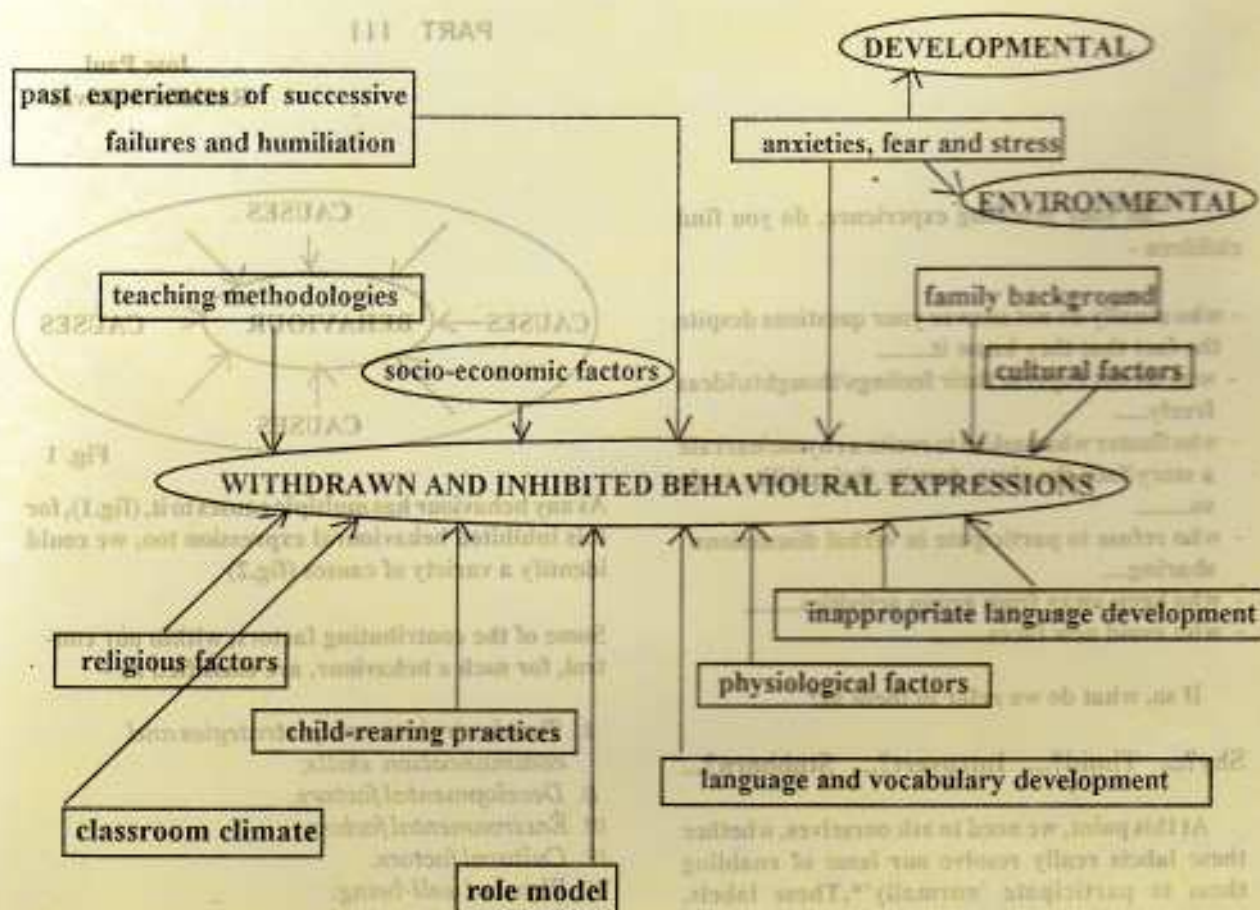


Fig. 2

*P.N. : Some of these causes are beyond the control of a classroom teacher. However, this article is dealing with causes which are within our control and limitations.*



For e.g. when the teacher asks, "Are you dumb? Haven't you got a tongue? At this rate, you can never learn a thing!", there is a possibility that the child behaves what the teacher said and thus remains dumb and withdrawn all through his life! However, if the teacher could consciously change the language with a concerned tone of voice and say, "Could you speak a little louder? Your answer may be right, but I find it difficult to hear and understand", it would make a world of difference to the child. In this case, the teacher is not blaming the child, but is expressing her inability to relate to him.

Therefore, we need to **LEARN A NEW LANGUAGE OF BUILDING A CHILD THAN BREAKING!** Some situations with some possibilities where we can change our breaking communication to a 'building' one, are given at the end of this article for us to begin practicing consciously, and grow in this process of exploring a new language.

## II. Developmental factors:

Are we aware of his stage of development? for e.g. his emotional and physical changes during puberty and adolescence which would have a great impact on his behavioural patterns. Such an awareness would help the teacher to understand, empathise and accept the varied behaviours as a result of their developmental patterns, and thus avoid labelling the child!

Anxieties, fear, and stress (physical, mental, emotional, social and cultural), related and unrelated to these stages of development, also play a very crucial role in their behavioural expression. So, an empathetic appreciation of these dimensions go a long way in helping the child for a healthy growth.

## III Environmental factors:

Living styles of the family, family conflicts, temporary stress situations in the family, like death, illness, separation, divorce, etc., could play a crucial role in the child's inhibited behavioural expression. In such situations, the teacher would have to empathetically counsel the child as well as the parents.

## IV Cultural factors:

It is possible that some of the inhibited behaviours are exhibited as a result of cultural and religious practices, beliefs and myths. For e.g. the boys are courageous and thus should not cry; the girls are supposed to be seen and admired and not heard;

cooking is a girls' job, and so on...

The teacher has to be consciously aware of such myths children are made to believe, and, provide experiences inside and outside the classroom where these myths are exploded. for e.g. In the case of election of class monitors the teacher can (a) encourage girls to take part actively, (b) involve the girls in organising classroom discussions, debates, dramatics, etc. along with boys!

Similarly, for boys, the teacher can organise activities for classroom cooking and similar activities. The teacher can accept the emotional outbursts of crying, etc. from boys, as natural and making them feel at ease in such expressions!

## V. Physical well-being:

It would be important for the teacher to find out the details of the child's physical well-being, fitness and resistance, for, some undetected illness, physical defect, worms in the stomach, diet habits, or a lack of resistance could also play a crucial role in such withdrawn and inhibited behaviour.

## VI. Irrelevant learning experiences:

Are the topics that are taught and the assignments assigned, in keeping with their academic capability or, beyond it? Are the topics and assignments interesting to them? or are they alienated from their life situations?

In such cases, again the problem is not of the child, but the 'system' forces the child to learn things beyond the child's level of understanding or interest. In spite of the existing system and the existing syllabus, the teacher is capable of modifying the same, according to the needs and abilities of her group of children. Thus, here the teacher has a very significant role to play. She has to come down to the level of the child and lead them gradually and smoothly to the level of the required group.

## VII. Teaching strategies and methodologies employed

The teachers' teaching strategy also plays an important role for such children. Appropriate learning strategies employed by the teacher can make many a "dumb" child blossom. Cooperative learning strategies, play-way method, integrated teaching approaches, etc. are excellent avenues to get a child interact with smaller groups, and as such, open up!



### VIII Language development of the child:

Poor /inappropriate language development in the child could also be a significant contributor for inhibition. In such a situation, the teachers' role would be to provide opportunities and exposure for free conversation, expression, dramatics, music and movement, etc. The teacher could also slowly lead him/her to more expressive roles in role-play situations. Also, while using the cooperative learning technique, the child could be assigned the reporter/facilitator for the group. As such, an interesting teaching strategy, involving the child, could enhance the language development.

### IX. Others

In spite of all this, there are many children who are still withdrawn. In general, they can be helped by the following approaches -

#### (a) Appreciation - Positive stroke

Most of us are inclined to take notice of inappropriate behaviour and correct them or, simply label them. However, a teacher must be on the lookout for

opportunities to give positive appreciation to the child, whenever possible. Any improvement exhibited by the child or, any appropriate action has to be reinforced positively. If that is done, the child will be wanting to repeat such behaviours, in order to get more attention and appreciation.

(b) Providing adequate opportunities for success, for, success breeds success, and continuous success builds up confidence.

One of the major causes for experiences of failure is the complexity of the task expected of the child. If the teacher can spend some time and analyse the expected task into sub-tasks, which are of lesser difficulty level, and, give the child opportunities for success, step by step, she is opening up the possibility for experiencing successive achievements. This will give the child confidence to take up greater and difficult tasks. For e.g. In Maths, when a child finds it difficult to observe the relationships between the data and the goal, the teacher may use simple analogies which give the child an insight into the relationship. As far as possible allow the child to discover the relationship himself. The teacher must only give clues. She should prevent herself from giving away the actual relationship.

e.g. 5172 people came to buy tickets for a movie. The hall can seat 1800 people. 700 people bought tickets at Rs. 7.50, 800 bought tickets at Rs. 5/-. The remaining tickets cost Rs. 3.50 each. How many people could not get tickets? How much money was obtained by the sale of the tickets?

Even though to us adults, this appears a simple problem for a child it may turn out to be difficult. We can help the child to analyse the problem and find relationships between the given data and the goal by giving a simpler example such as this: Twenty students went to buy ice cream. The ice cream vendor had only 10 ice-creams. 2 of them bought choco-bars at Rs. 3 each and 5 of them bought vanilla cups at Rs. 2 each. The remaining orange sticks were sold at Rs. 1/- each. How many students bought orange sticks? How many did not get ice cream? How will you find the total money spent?

An analogy like this helps the child to see the relationship between the big numbers which looked so frightening at first.

(c) Using cooperative learning strategies as a way of teaching, has immense potentials to open up withdrawn and inhibited children to become more participative and responsive. Individual accountability (IA) and Positive interdependence (PI) which are parts of its learning strategies helps the child to interact with smaller groups first and slowly open up to a larger group.

Thus, as teachers, we need to be very careful of the type of words, language and labels, we use in relation to the child's behaviour - like - 'shy', 'timid', 'introvert'. These are some of the words used alternatively to describe withdrawn and inhibited behaviour. These behaviours are, by and large, NOT, a result of inheritance/heredity, they are mostly learned behaviours coming out of the environmental forces, like, culture, child-rearing practices, modeling, teaching methodologies, classroom climates etc. Hence these behaviours can be 'unlearned' and modified for a harmonious growth and development.

If a teacher has got this faith, she can provide adequate experiences for the child to open up and grow! So, let us, as teachers, take this challenge - with humility - to take such children under our care and guidance to enable them to fly high!



Given below is an attempt of how to use the new language for helping the students to fly high.....Look through the statements in each situation, and, analyse which one is more appropriate, and observe if you can attempt to write atleast one appropriate statement, for each situation:-

**Situation 1:-**

- (a) You are a fool/idiot/dumb etc.
- (b) Your answer is not very accurate. Read it again and see if you can find the right answer (also give clues).

**Situation 2:-**

During Sand Play.

If a child puts the sand in his mouth,

- (a) You dirty boy why are you eating sand?
- (b) Sam we play with sand. come we will make a mountain out of the sand.

**Situation 3:-**

A shy child, tells a story hesitantly in front of a group

- (a) Can't you tell the story clearly and fast?
- (b) You told us a lovely story.
- (c) That was superb, I specially enjoyed the way you made animal sounds.

**Situation 4:-**

- (a) You never do your homework I've never seen such a lazy child.
- (b) Homework is meant for your practice, without that I'd find it difficult to help you in the class.

**Situation 5:-**

- (a) You mannerless child! Don't you know that you should say excuse me or sorry after you sneeze?
- (b) Be careful when you sneeze. In a company of friends if you happen to sneeze, remember to say sorry or excuse me, for, there may be some who do not like it.

**Situation 6:-**

- (a) What careless mistakes you make. You are just in a hurry to finish, but it's never done correctly.
- (b) If you work slowly, and look over what you've done you'll get all your work right.

**Situation 7:-**

- (a) So many times I've told you to write in line. that much even you cannot do.

- (b) I can see the line crooked in some places. Let's make it absolutely straight.

**Situation 8:-**

- (a) You forgot to bring the vegetables? - why didn't you forget yourself too?

- (b) What happened, why didn't you bring the vegetables? (in a concerned tone of voice) and (and listen to the child's answer attentively.)

**Situation 9:-**

No facial expression while a story narration,

- (a) Your story was very boring. Couldn't you act it out properly?
- (b) We were very interested in your story. With more expression on your face we all would have enjoyed it

**Situation 10:-**

Children are going up on the slide. One child is not being given a turn. she has now withdrawn, and is standing on the side.

- (a) What is this? Give Anisha a turn. You have to give everyone a turn. How can you be such bullies?
- (b) You're all having a wonderful time. I've just noticed that Anisha has not had a chance. Would one of you make sure she gets a chance?

**Situation 11:-**

A child suddenly begins to cry.

- (a) Now stop that noise. Don't be a cry baby. There is nothing to cry about.
- (b) You seem to be feeling sad about something. would you want to tell me about it? May be I can help you to feel better.

**Situation 12:-**

When a child complains to the teacher, "Miss, hes' crying like a girl", the teacher replies :-

- (a) Why are you crying? Aren't you ashamed, because boys do not cry?
- (b) Let us ask him why he is crying. He may be upset about something. There's nothing wrong in boys crying. We all cry when we are sad or hurt.

Practice these and those that you built up consciously, and share your experiences with us——.

All the best wishes to you in this great attempt——.

**P.N.:** Our reference to the child as "he" and the teacher as "she" in this article is purely in the interest of simplicity rather than from any rigidly held concept of gender.



## KNOWING THE NEIGHBOURHOOD - EXPERIENCES IN CLASS III

**Mrs. B. Chaudhary,  
Ramjas School,  
R. K. Puram.**

When the children of Class III were assigned the summer vacation homework, one of them was to observe everything that came on their way from home to school. They were asked to join strips of chart paper, draw their houses on one end and Ramjas School, R.K. Puram on the other. They were asked to fill in between all that they saw - name of roads, hospitals bridges, gardens, temples, churches, trees and so on. When school reopened in July, I was delighted to see their work - beautiful neat, colourful showing minute details.

When the students of Class III were doing the lesson on Delhi this work was of great value in developing awareness about this city. They became observant and learnt to record systematically which would later on be helpful in developing scientific temperament.

Thus taking the subject out of the classroom can be fun resulting in greater teaching/learning experiences both for the teacher and the children.

They had observed, analysed and recorded their experiences. What they had learnt on their own could not have been taught by me even if I took a number of periods. Knowing ones neighbourhood, the city (Delhi) in parts was my primary objective and the children had fulfilled it in their own way. In addition to this, when each child brought his/her own strips and presented to the class, a lot of discussions took place, giving them an opportunity for increased awareness about the city as a whole, as they are coming from all over Delhi.

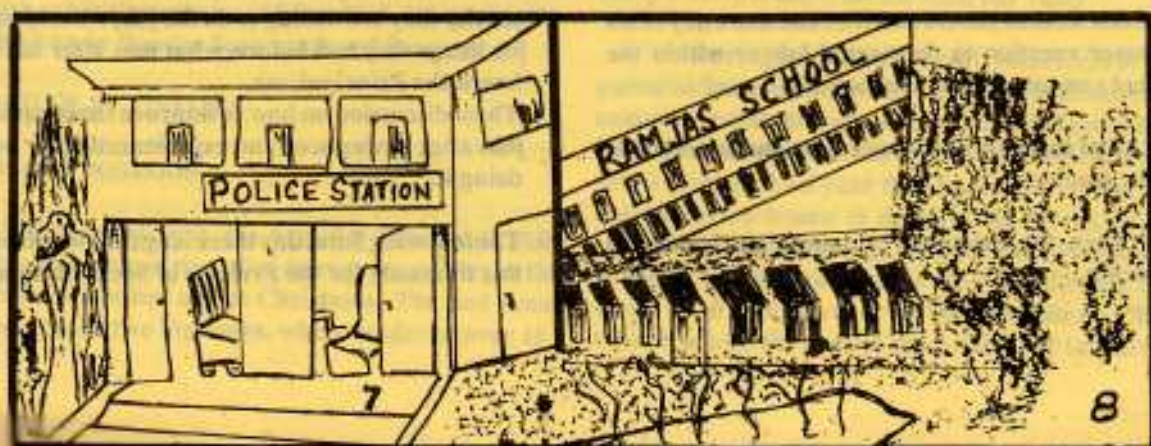
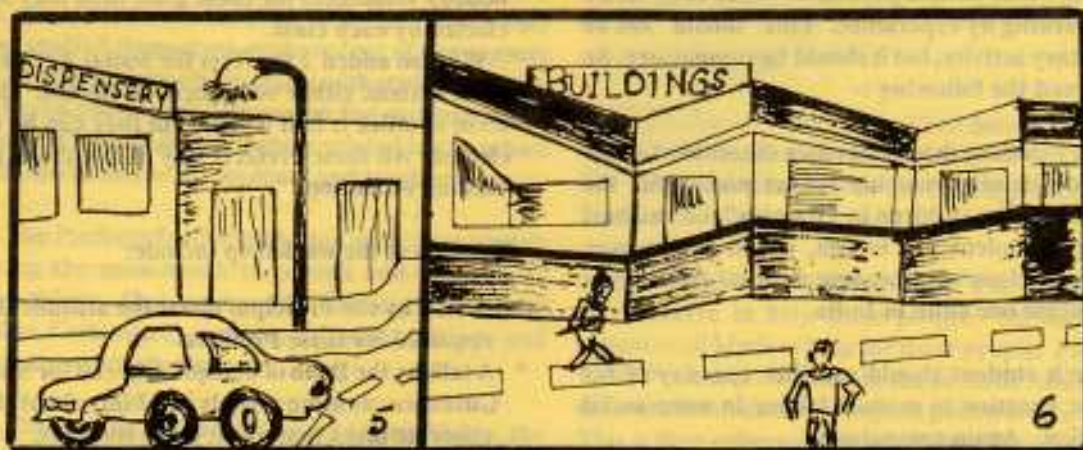
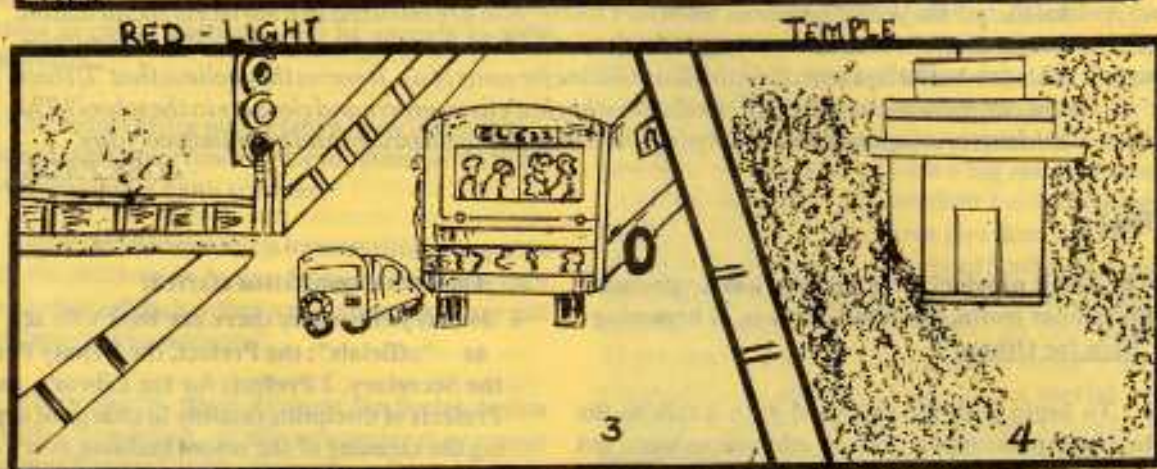
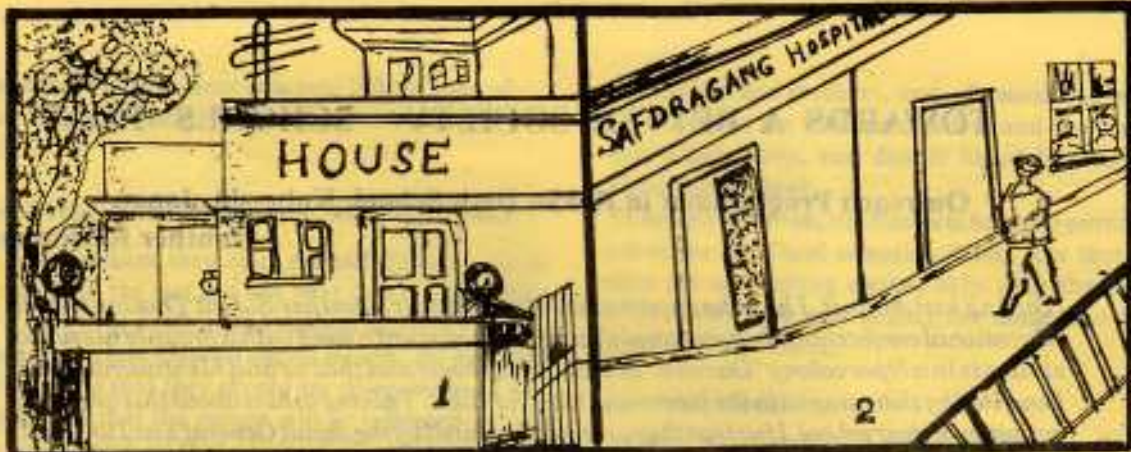
Given overleaf is a sample of a child's work.

**P.N. :** This kind of a teaching-learning situation will help the children to explore and understand formal learning of maps and plans!

### We learn

10% of what we read  
20% of what we hear  
30% of what we see  
50% of what we see and hear  
70% of what is discussed with others  
80% of what we experience personally  
90% of what we teach.







## TOWARDS A BETTER SOCIETY - SCHOOLS' ROLE

### Outreach Programmes in Rokko High School, Kobe-shi, Japan

Gunther Kerkmann S.J.

*(During last August, I had the opportunity of meeting Fr. Gunther S.J. at Thailand in an educational conference. He mentioned that he had just spent a week with a group of his school students in a leper colony "Damien" in Dhanbad, Bihar and that he and his students really benefited by their stay with the lepers and their families. Talking to him about this and other activities of their school, I felt that they are really inspired by the Jesuit General's call to Jesuits to educate the young people as "Men for Others" and are involved in a variety of social action. I requested him to send me a report of activities and the organisational details of their activities. This is what he has sent. It could be a guideline for some of us. It seems they believe that "If there is a will, there is a way!" Could you believe they have no sweepers and cleaners in the school? The students are responsible for sweeping and cleaning the classroom and premises everyday.*

- JOSE PAUL

#### Report

The Jesuit provincial Fr. Arrupe has pronounced his famous motto, for Jesuit Schools, of becoming "Men for Others".

1. To begin with the principal gave a talk to the teachers, pointing out that our education should not be just the transmission of knowledge but should form the whole human person. In order to do so, we need learning by experience. This should not be a voluntary activity, but it should be compulsory. So he decreed the following :-

a. Every student should sacrifice the amount of one meal per month from his pocket money for the education of the children in "Damien". i.e., at least Y130 per student per month, which means over Y6,000 per classroom, because, for that amount you can educate one child in India.

b. Each student should sacrifice one day of his summer vacation to manual labour in some social institution. Again compulsory.

c. Each student should sacrifice one more day of his summer vacation to do manual labour within the school campus. Again compulsory.

d. All of this with the cooperation and supervision of the teachers.

2. Then the Principal explained all this to the students.

3. Then the organisation started:

i. In every classroom there are boys who act as "officials": the Prefect, the Deputy Prefect, the Secretary, 2 Prefects for the Library, and 2 Prefects of discipline (mainly in charge of organizing the cleaning of the school building every day). The boys can volunteer for these positions. If nobody volunteers for these jobs, then they are elected by each class.

We also added 2 Prefects for Social Actions, same system, either volunteers or elected. Their term of office is half a year, but they can be re-elected. All these Prefects stay in the school for a training workshop.

Contents of the workshop include:

- \* A talk by the Principal about the attitude that is required for these Prefects.
- \* A talk by the Dean of discipline (Dean for Student Guidance, as some schools call him) about the concrete tasks that await these students.
- \* Then reflection period: they have to write an essay on why they are willing to do the job, what kind of job image they had before, what now after having heard the Principal, etc.
- \* Then discussion on how to improve these various jobs after having seen and experienced other boys doing it.

ii. The following Saturday there is again a workshop, this time only for the Prefects of Social Action.



I Same pattern, but here concrete information of what "Damien" is, with slides and/or Videos, is given.

Now : What do the Prefects for Social Action do?

i. Among them they elect a Chief Prefect. He is normally in the last but one year (16-17 years old). He has to give a talk to the student assembly (in the morning, before classes) once a month. He reminds the students that they should sacrifice one meal per month and that the money will be collected during the noon-break on that day by the Prefects of Social Action in each classroom, and he appeals to their generosity.

ii. The school office puts it into a bank account, this money is sent three times a year to "Damien" in India by international bank transfer.

iii. The Prefects organize a letter writing campaign with the children in India. In each classroom they have a photo of the boy they are supporting. They call him "one more classmate".

iv. Every month, these Prefects for Social Action publish a newsletter. In this newsletter they report how much money each classroom collected. Then they bring news of Damien and private reports about the social-economic situation in India, things they have studied themselves, gathered out of newspapers etc. This newsletter is complete with statistics, maps, and even comic strips drawn by the students themselves. This newsletter is then printed in the school and distributed to all students and teachers.

v. The Prefects for Social Action meet once a week during the noon-break to consult and prepare all these things. One teacher (the Leader of the Social Action Committee) presides at these meetings and helps the students along.

vi. During the Cultural Festival (April 28-29), the Prefects organize one pavillion, that is one classroom with exhibition: photos of "Damien", things that the children in Damien have produced for us etc.

## OTHER ACTIVITIES

### BLOOD DONATION

Independent from the care for "Damien", they organize a blood donation drive twice a year, at the Cultural Festival and at Christmas. The Red Cross comes with two big buses, where students (over 16

years old!) and teachers, and, of course the guests who come to the Cultural Festival and the Christmas Celebration, can donate blood for the Red Cross Blood Bank.

So before this even, the Prefects hang up posters to advertise the blood donation drive. On that day they set up waiting rooms, help with the paper work, distribute soft drinks for those who have donated their blood.

### JAPANESE CHARITIES

Once a year, on the last Sunday of October, they recruit volunteers from among the other students to take part in a money collection drive for Japanese Charities. This takes place all over Japan. So our students stand in front of the various train stations and other crowded spots, with a big metal box and a poster on their breast and on their back, shouting on the top of their voices. "Please give donations for the charities." Each spender gets a red feather to wear on his collar. So on that day you see the whole nation running around with red feathers on their collars. That is why it is called "Red Feather Drive". So far every year our school has received a special prize from the organizers of the Red Feather Drive for the outstanding dedication of our boys during this event. Again all organized by the Prefects for Social Action.

### SLUM ACTIVITIES

Nearby, in Osaka, about one hour by train from here, there is a slum area where a lot of day-labourers live. Many of them do not have enough money, so no food, no shelter.

They sleep in the streets. The Jesuits have a center there to help these people. So our Prefects organize all kinds of help for these people. For ex: The Chief Prefect gives a talk to the Student Assembly and calls on all students to bring one pound of rice to school. This is then collected and sent to the slum area. (Normally I drive it there myself with our van.)

During winter they recruit volunteers to go on patrol on Saturday night together with the Jesuits at the center in that slum area. They distribute blankets and hot soup and get those who sleep in the streets into the Jesuit Center. Last year they found over 100 of these day labourers frozen to death in the street. Nobody takes care of them, not even the police, so we bring them to the center and take care of the funeral (cremation). There is a special room at the Fransiscan Chapel Center, where the urns of these dead day labourers



are kept.

Well, 2 or 3 times each winter our students work there the whole Saturday night till Sunday morning.

### TEACHER'S ROLE

Parallel to the Student Prefects for Social Action, there is a committee of teachers, called the committee for Social Activities. It consists of 5 teacher. They meet once a week, they are responsible for the whole Social Action Programme. They supervise the students, help them along in their planning and actions. Some things have to be done by these teachers, for instance, writing official letters to "Damien", negotiate with the Red Cross for the blood donation drive, accompany the students to the slum area, etc.

### WORKING FOR OTHER SOCIAL SERVICE ORGANISATIONS:

As mentioned above all the students are required to sacrifice one day of their summer vacation to work in some institution. This, ofcourse, has to be organized by the teachers, because it involves negotiations with these institutions. At present we have established contact with 13 different institutions in this area, mainly Homes for the Elderly, Homes for Retarded Children, etc. First we phone them, one or two of the teachers visit them and ask them if they would be so good as to offer our students a chance to grow through the experience of working there for one day or more, and what kind of work would be available there. Some institution refuse outright, others accept. Well, after these 15 years, we have established already a tradition. Every year we go mainly to the same places.

Then the dates have to be fixed, because these institutions have their schedule, too, e.g. summer vacations, summer festivals etc.

Then we set up a list of what institution would welcome our work on what days. Once that is fixed, we combine all the Homerooms in one period, get all the students into the auditorium and give a kind of orientation. The teacher (normally the Head of the Committee for Social Activities) gives a short talk, then the Head of one of the institutions we are going to visit gives a talk to the students introducing the work they are doing there. Every year we invite a different person to do this.

Some days later the Principal gives a talk during the morning assembly emphasizing the right attitude with which the student are supposed to be engaged in this work. He tells them that we are not going there to help. We should not be so proud as to think that we can be of any help. The employees there are specialists. They do not need our help. But they offer us an opportunity for growth. We are helped by them. We are in their debt, so we should go in this spirit of humility, and do whatever work they ask us to do, even if it is not interesting work, even if it is "dirty" work. The students should be virile enough not to shy away from anything.

Only then, we put up the list of the institutions together with the dates and the students can apply for the place and day they want to go. Special application forms are handed out. They can mark "First, Second, or Third Choice". We do this, because the students are busy with other things during vacation time, e.g. club activities, camps etc.

Then the committee reviews these application forms, and sets up groups for each institution, mainly 15 boys. Some institution can digest more, some less. Then the final list is published, so that each student knows what day he has to go where, what time to meet and where, etc.

Then a similar list is put on the bulletin board of the teachers room, and the teachers are invited to volunteer to go with the various groups, for each group (each institution, one day) one or two teachers. If the list is not full before the summer vacation, sometimes we have to make more than one appeal. The teachers of the Committee for Social Activities divide the rest of the days among themselves. Then we write up the lists of names of the boys for each institution to be given to the teachers who accompany them.

There they first get a little orientation by one of the employees. The work they are supposed to do is explained, the tools handed out, and the work starts. This work can be gardening, cleaning the house, washing windows, etc. Sometimes it is really hard work, like surfacing a parking lot with concrete, cleaning drainage pipes, etc., or helping the patients: pushing wheelchairs, or helping the patients write letters etc. All kinds of work. At noon they eat their lunch packet that they have brought from home. They continue working till 3 to 4 o'clock in the afternoon.



Then there is a reflection period with a short sharing by each student how he evaluates this experience. Then we go home, tired and sun burnt!

Now in three institutions we stay overnight for 4 or 5 days. One is a Home for the elderly, one is an island inhabited only by lepers, and one is a Home for mentally retarded young adults. For these there are always two teachers necessary. Even our Principal takes part in these.

At the end of the summer vacation, the Committee reviews the lists of the students who have taken part. Every year there are some students who could not take part in any one of these activities for some reason or other, e.g. the days available just did not fit, or they were abroad or whatever. These students then have to make up for it by working two Saturday afternoons in the school together with the maintenance crew, cutting grass, help with repair work etc. There is always a lot of work to be done, and the maintenance crew is always glad to receive some additional workers.

About two weeks after the summer vacation, a whole homeroom is spent on reflecting this experience. Normally the response of the students is very positive. The harder the work, the more they like it. What they do not like is "meaningless" work, that means when they get the impression that the work was not really necessary, it was just to occupy them. But if it is meaningful, they don't mind hard work.

For example, the work that proved most popular this year was the camp of 4 days in the Home for mentally Retarded Young Adults. They had to work with these retarded young patients in the forest. There was a whole area where new trees had been planted. But the undergrowth, especially thorns threatened to stifle these young trees. So our students together with the patients had to clear this undergrowth, weeds, thorns and all. After 4 days they came home all scratched up and bitten by mosquitoes. But they were glad to have done the work, because they could work together with these young retarded adults, became friends with them, and the work was ecologi-

cally meaningful.

Now, to make it still more clear, there are exemptions from this duty to go to the institutions. In fact, only 3rd, 4th, and 5th year students go. The first year and the second year students are still too small: 12 and 13 years old, and the 6th year students are too busy with the preparation of their university entrance examination.

## CAMPS

But the first and second year students have to do something else:

1. The first year students (12 years old) all take part in a sea camp. We have a house on a beach and the Japanese Sea (the other side of the Pacific). Each group of students stays there for 4 days. But before swimming in the sea, they have to clean a section of the beach, collect rubbish into big bags. then we ask the Association of Tourism to come with trucks to collect these rubbish bags. The next group of students clean the next section of the beach. There are always 10 teachers with them.

2. The second year students do not go to the sea camp. They go on a "clean hiking". The teachers of the Committee for Social Action go to the Sanitation Department in the City Office, and ask them to point out the main hiking courses in the mountains surrounding our city. The hiking courses most frequented by the general public. Here again the students have to collect all the rubbish along these hiking courses. The trash is then collected by the trucks sent by the Sanitation Department. Each group is accompanied by 3 or 4 teachers. This "clean hiking" is not done during the summer vacation, but during the term, at the end of September. There is a "Day of Excursion" anyway in our calendar, so the second year students use it for this purpose.

Both these activities, the sea camp and the "clean hiking", teach the students how great a problem it becomes when you throw away rubbish, and the work is ecologically meaningful, too.



are kept.

Well, 2 or 3 times each winter our students work there the whole Saturday night till Sunday morning.

### TEACHER'S ROLE

Parallel to the Student Prefects for Social Action, there is a committee of teachers, called the committee for Social Activities. It consists of 5 teacher. They meet once a week, they are responsible for the whole Social Action Programme. They supervise the students, help them along in their planning and actions. Some things have to be done by these teachers, for instance, writing official letters to "Damien", negotiate with the Red Cross for the blood donation drive, accompany the students to the slum area, etc.

### WORKING FOR OTHER SOCIAL SERVICE ORGANISATIONS:

As mentioned above all the students are required to sacrifice one day of their summer vacation to work in some institution. This, ofcourse, has to be organized by the teachers, because it involves negotiations with these institutions. At present we have established contact with 13 different institutions in this area, mainly Homes for the Elderly, Homes for Retarded Children, etc. First we phone them, one or two of the teachers visit them and ask them if they would be so good as to offer our students a chance to grow through the experience of working there for one day or more, and what kind of work would be available there. Some institution refuse outright, others accept. Well, after these 15 years, we have established already a tradition. Every year we go mainly to the same places.

Then the dates have to be fixed, because these institutions have their schedule, too, e.g. summer vacations, summer festivals etc.

Then we set up a list of what institution would welcome our work on what days. Once that is fixed, we combine all the Homerooms in one period, get all the students into the auditorium and give a kind of orientation. The teacher (normally the Head of the Committee for Social Activities) gives a short talk, then the Head of one of the institutions we are going to visit gives a talk to the students introducing the work they are doing there. Every year we invite a different person to do this.

Some days later the Principal gives a talk during the morning assembly emphasizing the right attitude with which the student are supposed to be engaged in this work. He tells them that we are not going there to help. We should not be so proud as to think that we can be of any help. The employees there are specialists. They do not need our help. But they offer us an opportunity for growth. We are helped by them. We are in their debt, so we should go in this spirit of humility, and do whatever work they ask us to do, even if it is not interesting work, even if it is "dirty" work. The students should be virile enough not to shy away from anything.

Only then, we put up the list of the institutions together with the dates and the students can apply for the place and day they want to go. Special application forms are handed out. They can mark "First, Second, or Third Choice". We do this, because the students are busy with other things during vacation time, e.g. club activities, camps etc.

Then the committee reviews these application forms, and sets up groups for each institution, mainly 15 boys. Some institution can digest more, some less. Then the final list is published, so that each student knows what day he has to go where, what time to meet and where, etc.

Then a similar list is put on the bulletin board of the teachers room, and the teachers are invited to volunteer to go with the various groups, for each group (each institution, one day) one or two teachers. If the list is not full before the summer vacation, sometimes we have to make more than one appeal. The teachers of the Committee for Social Activities divide the rest of the days among themselves. Then we write up the lists of names of the boys for each institution to be given to the teachers who accompany them.

There they first get a little orientation by one of the employees. The work they are supposed to do is explained, the tools handed out, and the work starts. This work can be gardening, cleaning the house, washing windows, etc. Sometimes it is really hard work, like surfacing a parking lot with concrete, cleaning drainage pipes, etc., or helping the patients: pushing wheelchairs, or helping the patients write letters etc. All kinds of work. At noon they eat their lunch packet that they have brought from home. They continue working till 3 to 4 o'clock in the afternoon.



Then there is a reflection period with a short sharing by each student how he evaluates this experience. Then we go home, tired and sun burnt!

Now in three institutions we stay overnight for 4 or 5 days. One is a Home for the elderly, one is an island inhabited only by lepers, and one is a Home for mentally retarded young adults. For these there are always two teachers necessary. Even our Principal takes part in these.

At the end of the summer vacation, the Committee reviews the lists of the students who have taken part. Every year there are some students who could not take part in any one of these activities for some reason or other, e.g. the days available just did not fit, or they were abroad or whatever. These students then have to make up for it by working two Saturday afternoons in the school together with the maintenance crew, cutting grass, help with repair work etc. There is always a lot of work to be done, and the maintenance crew is always glad to receive some additional workers.

About two weeks after the summer vacation, a whole homeroom is spent on reflecting this experience. Normally the response of the students is very positive. The harder the work, the more they like it. What they do not like is "meaningless" work, that means when they get the impression that the work was not really necessary, it was just to occupy them. But if it is meaningful, they don't mind hard work.

For example, the work that proved most popular this year was the camp of 4 days in the Home for mentally Retarded Young Adults. They had to work with these retarded young patients in the forest. There was a whole area where new trees had been planted. But the undergrowth, especially thorns threatened to stifle these young trees. So our students together with the patients had to clear this undergrowth, weeds, thorns and all. After 4 days they came home all scratched up and bitten by mosquitoes. But they were glad to have done the work, because they could work together with these young retarded adults, became friends with them, and the work was ecologi-

cally meaningful.

Now, to make it still more clear, there are exemptions from this duty to go to the institutions. In fact, only 3rd, 4th, and 5th year students go. The first year and the second year students are still too small: 12 and 13 years old. and the 6th year students are too busy with the preparation of their university entrance examination.

### CAMPS

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## IF THE ANSWER IS 50, WHAT IS THE QUESTION....

Objectives of this activity are:

1. To familiarise with number relationships, at lower level.
2. To familiarise with operations.
3. To be capable of preparing verbal problems related to life, and use of operations in verbal problems.

### From lower level of difficulty to higher level.

**Activity :** The teacher writes on the board or announces a number as the answer. All the students have to prepare as many questions they can to get this answer.

**For e.g.** The teacher announces '50' as the answer. Each child is to prepare as many questions as possible. After 10 minutes of individual work, they form groups of four and collect all the questions. The group checks all the questions and make sure that the questions are correct i.e. all questions give the answer 50.

They can start with addition combinations;

$25 + 25$ ;  $10 + 40$ ;  $30 + 20$ ;  $27 + 23$ ;  $36 + 14$  and so on.

In subtraction combinations  $53 - 3$ ;  $110 - 60$ ;  $300 - 250$ ;  $65 - 15$  and so on.

In multiplication they will get  $50 \times 1$ ;  $25 \times 2$ ;  $5 \times 10$ ;  $5 \times 5 \times 2$  and so on.

In division  $50 \div 1$ ;  $100 \div 2$ ;  $150 \div 3$  and so on.

In combination of addition and subtraction;

$60 - 20 + 10$ ;  $85 + 10 - 45$  and so on.

In addition and multiplication combinations;

$2 \times 12 + 26$ ;  $8 \times 6 + 2$ ;  $3 \times 7 + 3 \times 3 + 4 \times 5$  and so on.

In multiplication and subtraction, combinations;

$7 \times 8 - 6$ ;  $10 \times 10 - 50$ ;  $4 \times 20 - 30$ .

In different combinations;

$2(17 + 8)$ ;  $2(56 - 31)$

$3(4 + 7) + (20 - 3)$  and so on.

In the above exercises you have noticed the increase in difficulty levels. These exercises will help the child to be capable of understanding the number relationships and the operations.

At a still higher level, for understanding of the use of numbers and operations in real life situations, form children into small groups and ask them to prepare verbal problems for which the answer is given. If the answer is 50, let them form verbal problems and write them down. Let there be a competition between groups to prepare the maximum number of questions at different difficulty levels.

### Sample of addition:

Raju has 28 story books. His uncle gave him 22 story books. How many story books are there with Raju now?

### Sample of subtraction:

In a garden there are 68 trees. 18 trees were cut down. How many trees are left?

### Samples of multiplication:

A book costs Rs. 5/-. What is the cost of ten such books?

In a row there are 10 chairs. How many chairs are there in 5 rows?

A plank of wood is 5 cm long and 5 cm wide. If it is 2 cm thick, what is the volume of the wood?

A rope is 100 cms in length. How much is half of its length?

### Samples of division:

A box contains 150 sweets. If it is shared equally between three children. How much will each child get?

300 trees are to be planted in rows of 6. How many rows will be there?

### Multiplication and addition:

When a collection of pencils were packed in boxes each



that 6 pencils in each box, it is found that there were 8 boxes and 2 pencils left. How many pencils were there in all?

In a bouquet of flowers, there were 7 roses, and 3 lillies. How many flowers were there in a bouquets?

### Multiplication and subtraction;

When Ashok wanted to plant 8 rows of rose plants with 8 plants in each row, he had to borrow 14 plants from Vinod. How many rose plants did Ashok have in the beginning?

### Multiplication and division;

John bought 10 packets of 25 pens each. He packed five pens each in small packets. How many small packets will be need?

When children create their own verbal problems at these different levels, they become conversant with the relationship between situations and operations, and, as such competent to analyse and solve any verbal problem. The problems prepared by each group must be shared by the whole class or another group to check if the problems, are correct.

## MULTIPLICATION IN CIRCLES

The purpose of this activity is to help the students to explore the multiplication tables and how some interesting patterns emerges from the study of tables.

Draw a few circles with number 0-9 as shown in the figure (fig. 1) on a stencil and make copies for children to work on. Each child must have a sheet.

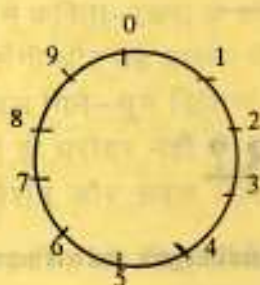


fig. 1

Consider the table of 2. The child knows that 1 time 2 is 2. Join 0 and 2 by a line segment. Now 2 times 2 is 4. Join 2 to 4 by a line segment.  $3 \times 2$  is 6. Join 4 to 6 by a line segment.  $4 \times 2 = 8$ . Join 6 to 8.  $5 \times 2 = 10$ . Join 8 to 0. Zero is the unit digit in 10. If we take  $6 \times 2$ , it is 12. 2 is the unit digit in 12 and we see that 0 is already joined to 2.  $7 \times 2$  is 14. The unit digit 4 is already joined to 2. This means  $8 \times 2$ ;  $9 \times 2$ ;  $10 \times 2$  etc. has got their unit digit already joined to the corresponding digits. Now write the table of two looking at the circle. We can see the pattern. The table of two in a circle will look like this (fig. 2).

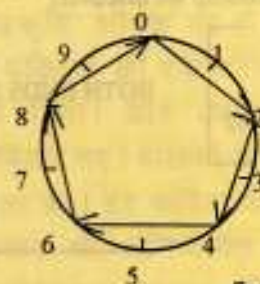


fig. 2

Now repeat the same on the next circle for table of eight.

Are these two figures similar (In what respects)?  
Are these two figures different (In what respects)?

Repeat the same process on the next two circles for tables of 3 and 7.

Are these figures similar (In what respects)?  
Are these figures different (In what respects)?

Repeat the same process on the next two circles for tables of 4 and 6.

Are these figures similar (In what respects)?  
Are these figures different (In what respects)?

Allow the students to discuss the reasons for the similarity and differences.

Playing around with these kind of figures will help the child to understand the patterns in multiplication tables and other number relations.



Now on one circle draw the pattern of table 2 and 8.  
In the same circle draw the pattern of 4 and 6.



fig. 3

The figure will look like this (fig. 3). The children easily see that these tables have no odd number multiples. They discover that multiples of even number are all even. (Explore with multiples of odd numbers and see what happens)?

What kind of relationship we discover?

$$\begin{array}{l} 1 \times 2 = 2 \\ \& \\ (10-1) (10-2) = 72 \\ 9 \times 8 \end{array}$$

BOTH ENDS IN 2.

$$\begin{array}{l} 2 \times 2 = 4 \\ \& \\ (10-2) (10-2) = 64 \\ 8 \times 8 \end{array}$$

BOTH ENDS IN 4.

$$\begin{array}{l} 3 \times 2 = 6 \\ \& \\ (10-3) (10-2) = 56 \\ 7 \times 8 \end{array}$$

BOTH ENDS IN 6.

$$\begin{array}{l} 4 \times 2 = 8 \\ \& \\ (10-4) (10-2) = 48 \\ 6 \times 8 \end{array}$$

BOTH ENDS IN 8.

$$\begin{array}{l} 5 \times 2 = 10 \\ \& \\ (10-5) (10-2) = 40 \\ 5 \times 8 \end{array}$$

BOTH ENDS IN 0.

Did you find the pattern? Will it work in all tables?

Let us try  $3 \times 6$ ;  $(10-3) (10-6)$  ends in 8.

Can we make a general statement for all multiples?

**X x Y and (10-X) (10-Y) will end in the same number?**

## A RATIONAL NUMBER ?

A rational number is a number that can be expressed as  $a/b$ , where  $a$  and  $b$  are integers, and  $b$  is not equal to zero. The types of rational numbers are :-

|               |     |                   |                            |
|---------------|-----|-------------------|----------------------------|
| whole number, | as, | 8,                | which is equal to $8/1$    |
| decimal,      | as, | .5,               | which is equal to $5/10$   |
| fraction,     | as, | $7/9$ ,           | which is same as $7/9$     |
| mixed number, | as, | $2 \frac{1}{3}$ , | which is equal to $7/3$    |
| percent,      | as, | 57%,              | which is equal to $57/100$ |
| integer,      | as, | -7,               | which is equal to $-7/1$ . |

Now, tell the type of rational numbers for the following, and state them in the form of  $a/b$  :-

|                 | Type    | a/b    |                 | Type | a/b |
|-----------------|---------|--------|-----------------|------|-----|
| .4              | Decimal | $4/10$ | -9              |      |     |
| -3              |         |        | 30%             |      |     |
| $3/4$           |         |        | 14              |      |     |
| $2 \frac{1}{8}$ |         |        | 8               |      |     |
| 13.5            |         |        | .23             |      |     |
| 64%             |         |        | $7 \frac{3}{5}$ |      |     |
| -27             |         |        | .85             |      |     |



## तुक्तक के मुक्तक

शबनम माया  
(ब्लू बैल्स विद्यालय)

अपनी स्वरचित कविताओं से मैंने एक असीम संतोष प्राप्त किया है। कविता-रचना की प्रति भी मैं जागरूक रही हूँ। यह भी पाया है कि जहाँ विद्यार्थी उपयुक्त वातावरण में पर्याप्त प्रेरणा दिए जाने पर पढ़ाई गई कविता का पूर्ण आनन्द उठाते हैं, वहीं वह आनन्द स्थायी नहीं रह पाता क्योंकि विद्यार्थियों की मानसिकता में कहीं यह अज्ञात भय बैठा हुआ है कि कविता कठिन है।

मैंने निश्चय किया कि सर्वप्रथम अपने विद्यार्थियों ने कविता-रचना के प्रति आत्मविश्वास उत्पन्न करूँगी और यह आस्था भी जगाऊँगी कि कविता केवल गिने-चुने विशिष्ट व उपाधि प्राप्त कवियों की ही धरोहर नहीं है; वरन् अभिव्यक्ति की एक विशेष और सरल विधा भी है।

अपने प्रयोग के लिए मैंने सहारा लिया 'तुक्तक' का। कक्षा-अध्यापिका कालांश में मैंने विद्यार्थियों को प्रेरित किया कि वे 'प्यार' शब्द से तुक मिलाने वाले कुछ अन्य शब्द सुझाएँ। कक्षा आठ के उत्साहित बालकों ने तुरन्त 'बहार' 'श्रृंगार' 'दुलार' 'पुकार' 'कुहार' आदि शब्दों की झड़ी लगा दी। तदुपरान्त मैंने उन्हें सुझाए गए हर शब्द को अलग-अलग पंक्ति में पिरोने के लिए कहा और यह भी समझाया कि उस पंक्ति का कविता के शीर्षक 'प्रकृति' से जुड़ा हो। पहली पंक्ति उदाहरणार्थ मैंने आरम्भ की—

प्रकृति कर रही श्रृंगार  
लाती फूलों की बहार

उसके पश्चात् तुकबन्दी का कार्य बच्चों के लिए सरल हो गया। वे उत्तेजना व उत्साह के साथ तुकबन्दी करने लगे।

कभी रिमझिम-की कुहार  
देती बूंदों से दुलार  
कभी कोयल की पुकार  
देती मृदुल सा प्यार

मेरी भूमिका बस इतनी थी कि मैं बीच-बीच में पटरी से खिसकती उनकी कल्पनाशक्ति को वापस लाइन पर लगा देती थी।

इस सफल प्रयास के पश्चात् मैंने कई और प्रयोग किए। विद्यार्थियों को सर्वप्रथम सामूहिक रूप से 'प्रकृति' शीर्षक पर ही कक्षा में कम से कम दस पंक्तियों की एक नवीन कविता-रचना का कार्य दिया। और कक्षा में 'तुक्तक' के मुक्तक' दिखर गए। बालकों का उत्साह विस्मृत करने वाला था। हर कविता अपने आप में एक सफल प्रयास थी, अभिव्यक्ति की सीढ़ियों का प्रथम संगीतात्मक सोपान थी। दूसरा प्रयोग मैंने विद्यार्थियों को 'परिश्रम' शीर्षक से जुड़ी पहली पंक्ति देकर किया—

परिश्रम जो करता है  
अव्यक्त सुख पाता है . . . . .

अगले दिन कक्षा में कम से कम 25 लघु कविताएँ तैयार थीं जो 'परिश्रम' का महत्त्व सिद्ध कर रही थीं। इसके पश्चात् मैंने बालकों को प्रेरणास्वरूप पत्रिकाओं से काटे गए कुछ चित्र दिए और उनसे सम्बन्धित कविता लिखने को कहा। यह प्रयास सबसे सफल रहा क्योंकि हर विद्यार्थी ने भिन्न-चित्र पर अपनी कल्पना से व्यक्तिगत कविता रची।

आज मेरी कक्षा में हर विद्यार्थी स्वरचित कविता का गौरव लिए घूम रहा है। मुझे यह संतोष प्राप्त है, कि विद्यार्थी कविता रचना को आसमान से तारे तोड़ लाने के समान एक असंभव कार्य नहीं समझते।



कक्षा में 36 नन्हें कवि हैं—कदाचित् उन्हीं में कहीं कोई महादेवी वर्मा या मैथिलीशरण गुप्त भी छुपा हो !! ऐसे ही दो बच्चों की कविताएं नीचे दी गई हैं।

## जीवन

जीवन क्या है  
जीवन एक संघर्ष है  
चिकित्सक के लिए जीवन का  
कलाकार के लिए कला का  
कृपण के लिए न्याय का  
पितामह के लिए धर्म का  
अभिमन्यु के लिए चक्रव्यूह हा  
राम के लिए मर्यादा का  
कपिल देव व सचिन के लिए खेल का  
अनिल, मिनाक्षी, आमीर के लिए अभिनय का  
हरषद मेहता के लिए सत्ता का  
अतः जीवन एक संघर्ष है  
घयय प्राप्ति के लिए कर्म का।

द्वारा—  
दीप्ती सिंह  
कक्षा 8 'अ'

(व्यक्तिगत स्तर पर रचित कविता)

## परिश्रम

परिश्रम है जीवन का लक्ष्य  
अगर हम लेंगे सच्चाई का पक्ष  
करेंगे हम परिश्रम हर पल  
जिससे मिलेगा मीठा फल  
परिश्रम करने से मुश्किल हो दूर  
और साथ ही दुश्मन चूर-चूर  
सच्चा परिश्रम है खुली किताब  
जिसको पढ़ने से सबको हो लाभ  
परिश्रम है फूलों का उपहार  
करोगे तो आएगी जीवन में बहार  
पाओगे जिन्दगी से उपहार  
चलती रहेगी निर्बाध जीवन की रपतार।

द्वारा—  
ऋचा, दलजीत, गौरव, विनीत  
कक्षा 8 'अ'  
(सामूहिक स्तर पर रचित कविता)

तुक्तक व तुकबंदी के आधार पर यह प्रयास भाषा के सब अध्यापक-गण कर सकते हैं। विद्यार्थियों को उनकी कल्पना-शक्ति के आधार पर संबंधित विषय देकर पत्रिकाओं से या समाचार पत्रों से काटे गए रंगीन चित्र देकर अथवा कोई एक पंक्ति देकर कविता-रचना के लिए प्रोत्साहित किया जा सकता है।

The true aim of everyone who aspires to be a teacher should be, not to impart his own opinions, but to kindle minds.

*Frederick William Roberts*

The highest function of the teacher consists not so much in imparting knowledge, as in stimulating the pupil in its love & pursuit.

*Henry Frederick Amiel*